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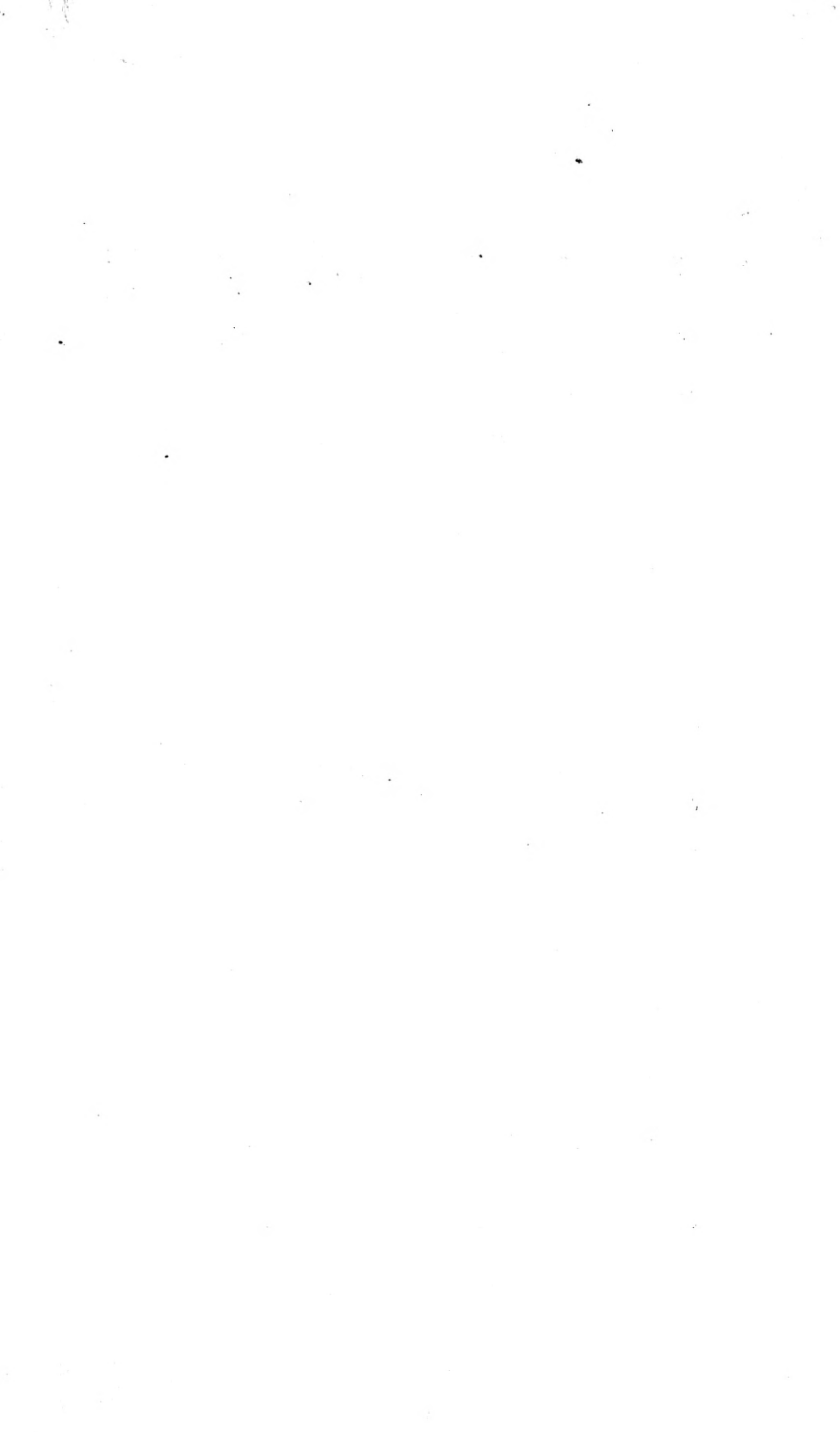
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SCHOOL DOCUMENT NO. 7 — 1952  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1952



BOSTON  
PRINTING DEPARTMENT  
1953



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BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER 1952



BOSTON  
PRINTING DEPARTMENT  
1953

Boston - School Committee  
156

BOSTON, March 2, 1953.

*To the School Committee:*

I respectfully submit the seventieth annual report of the Superintendent of the Public Schools.

The report covers the school year ending August 31, 1952.

Respectfully submitted,

DENNIS C. HALEY,  
*Superintendent of Public Schools.*

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IN SCHOOL COMMITTEE, March 2, 1953.

*Ordered,* That this Committee hereby adopts as its annual report for the year 1952 the Annual Report of the Superintendent, being School Document No. 7, 1952.

Attest:

AGNES E. REYNOLDS,  
*Secretary.*





MARY K. FITZGERALD



WILLIAM F. CARR



ISADORE H. Y. MUCHNICK



DR. PATRICK J. FOLEY

SCHOOL  
COMMITTEE  
1952

ALICE M. LYONS





**DENNIS C. HALEY**  
Superintendent  
Boston Public Schools

ORGANIZATION OF THE SCHOOL COMMITTEE,  
1952

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SCHOOL COMMITTEE

(as of August 31, 1952)

ISADORE H. Y. MUCHNICK, *Chairman*

WILLIAM F. CARR

DR. PATRICK J. FOLEY

MARY K. FITZGERALD

ALICE M. LYONS

---

OFFICERS OF THE SCHOOL COMMITTEE

*Superintendent*

DENNIS C. HALEY

*Assistant Superintendents*

FREDERICK J. GILLIS

EUNICE C. HEARN

D. LEO DALEY

FRANK J. HERLIHY

PHILIP J. BOND

JOHN W. CORCORAN

*Secretary*

AGNES E. REYNOLDS

*Business Manager*

HENRY J. SMITH

*Schoolhouse Custodian*

JAMES S. REARDON

*Engineer*

CHARLES B. McMACKIN

# EDUCATIONAL ORGANIZATION

---

## BOARD OF EXAMINERS

RALPH M. CORSON, *Chief Examiner*  
CHARLOTTE RAFTER, *Examiner*  
FRANCIS J. ROLAND, *Examiner*

## DEPARTMENTS

### *Distributive Education*

AGNES K. BRENNAN, *Director*

### *Elementary Supervisors*

JOANNA T. DALY, *Director*

## ADULT EDUCATION

*Evening Schools, Day School for Immigrants, and Summer Review  
Schools*

JOSEPH F. GOULD, *Director*

### *Fine Arts*

CASIMIR F. SHEA, *Director*

### *Household Science and Arts*

MARY W. CAULEY, *Director*

### *Industrial Arts*

FRANCIS J. EMERY, *Director*

### *Kindergarten*

PAULINE F. SMITH, *Director*

### *Music*

DANIEL D. TIERNEY, JR., *Director*

### *Physical Education*

JOSEPH P. MCKENNEY, *Director*

### *Practice and Training*

MERCEDES E. O'BRIEN, *Director*

### *School Hygiene*

JAMES A. KEENAN, M.D., *Director*

### *School Lunches*

ELEANOR D. WESTFALL, *Director*

### *Speech Improvement Classes*

A. ISABELLE TIMMINS, *Director*

## EDUCATIONAL ORGANIZATION

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### *Special Classes*

HELEN F. CUMMINGS, *Director*

### *Visual and Radio Education*

JOSEPH A. HENNESSEY, *Director*

---

## BUREAU OF CHILD ACCOUNTING

*Educational Investigation and Measurement*

MARY B. CUMMINGS, *Director*

### *Vocational Guidance*

THOMAS D. GINN, *Director*

### *Employment*

IRVING O. SCOTT, *Acting Head\**

### *Juvenile Adjustment*

-----, *Head*

### *Attendance*

HENRY F. BARRY, *Head Supervisor*

### *Statistics and Publicity*

JOHN P. SULLIVAN, *Head*

---

## SPECIALIZED INSTRUCTION OR SERVICE

### *Conservation of Eyesight Classes*

REGINA I. DRISCOLL, *Assistant in Charge*

### *Licensed Minors*

TIMOTHY F. REGAN, *Supervisor*

### *Lip Reading Classes*

PAULINE EHRLICH, *Assistant in Charge*

### *Penmanship*

MARION V. MORRISON, *Assistant Director*

### *Health Education and Safety Education*

EDWARD J. WALL, *Supervisor*

### *Home Instruction to Physically Handicapped Children*

MARY H. STROUP, *Supervisor*

### *Administration Library*

ELIZABETH BURRAGE, *Librarian*

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\*Died August 13, 1952.

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## GENERAL ADMINISTRATION

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The year 1951-52 marks the completion of the third year of the complete reorganization of the functional plan of administration. With the assistant superintendents assigned to definite fields for which they have special aptitudes, progress has been marked on every level. This year was no exception. The following pages will focus attention on these outstanding forward steps in each department of the school service. It is to be understood that the time-tried educational stepping-stones of the past are still solidly in place and are the rock basis on which the newer ventures will rear their promising structures.

The second part of this report deals specifically with the specialized services of the Boston public schools for pupils and adults alike.

### KINDERGARTEN AND ELEMENTARY SCHOOLS

Education will be expected during the next decade to assume a steadily increasing responsibility in combating the insidious ideologies that are attempting to undermine the American way of life, at home in our own communities as well as far afield. It is now recognized that to have any effective program of education, greater emphasis must be placed on its right beginning in the kindergarten and on the elementary level. Every habit, attitude, and ideal that is basic to the goals of American education can and must have its inception and development on these two levels, if continuous functioning growth is to be maintained.

To attain this end in the kindergarten field increased emphasis has been placed on a program of readiness and definite achievements that the coordination of the kindergarten and elementary level be increasingly strengthened. There has already been established a Kindergarten Council for the Selection of Educational Materials.

In this same field studies are now in progress to discover the relation of attendance and enrollment and the percentage of drop-outs at this level.

Attention, then, during the past year in the Department of Elementary Education has been directed toward retaining and enriching the aims and procedures developed during the immediate past, focusing the interest of all upon two major aims:

- I. To coordinate and unify the philosophy, the goals, the attitudes of all in this field—teachers, supervisors, principals, and administrators—to the end that there be deep rooted in every child those habits and ideals essential for the highest spiritual and moral growth of the individual and an understanding and appreciation of the privileges and responsibilities that are his as a contributing member of the community.
- II. To direct attention to definite achievement in the fundamental tools of learning—a major responsibility of the elementary schools.



**Hemenway Elementary School, Readville**



To achieve these objectives an Advisory Council was formed to meet monthly with the assistant superintendent in charge of elementary education to promote better understanding, discuss policies, and present its findings briefly to the entire association of principals.

Furthermore, achievement testing in four new major fields has been initiated, as well as a study of the achievement tests in reading. During the past year informal tests for Grade VI were given in English and arithmetic, and it is the hope that in the immediate future a definite program of standardized achievement testing will be tentatively established.

Another step has been encouraging principals to discard all outmoded educational materials and textbooks and to supplant them with the best of the new in the field. A tremendous stimulus in this direction has been given by the generous appropriation of the School Committee for this particular project.

#### JUNIOR HIGH SCHOOLS

Our junior high schools look back on a happy and progressive year. New records and the new point system have brought more efficient results and eliminated existing inconsistencies. The new Junior High School Councils in English, mathematics, science, and the social studies have made great strides and will be eventually articulated with the High School Councils for the solution of mutual problems and the attainment of common objectives on both levels.

A radical change in Grade IX has been the dropping of military science for the boys and the substitution of a new course in American citizenship. This course, which may be taught by any teacher of the level, will, if satisfactory, be given to the girls the following year. The subject matter will cover such topics as Elections, Election Day, Election Results, Federal Government, State Government, Local Government, and Pride in Citizenship.

Introduced this year was a new course of study in "Guidance—Educational and Vocational" for Grade VII, which includes units on personal, social, and civic guidance. Courses for Grades VIII and IX are to follow a similar pattern and will be ready next year.

The Third Annual Workshop of the Junior High School Teachers Club, attended by teachers in and outside of Boston as well as by sisters from parochial schools, was held at Boston Teachers College, February 9, 1952. The Workshop, which aims at the improvement of instruction in the major subjects, considered the topic "Unification, Applied to Subject Matter and Procedures."

Physically handicapped children, numbering 670, having diseases falling into 83 different classifications, were given instruction in their own homes, hospitals, or convalescent homes by a staff of about 51 teachers. The efforts of the teachers were crowned with success when 12 pupils were graduated from high school and 17 from junior high school. One English High School graduate, who had received over two years of home instruction, won the coveted Sears, Roebuck scholarship.

Junior high schools were much to the fore in the purchase of government bonds and stamps to help our fighting forces in Korea. A fact not to be overlooked in this regard is that in one elementary district alone over \$12,000 worth of bonds and stamps were sold to pupils during the current year. As a further evidence of junior high school participation in community drives, we shall name those which were conducted and which were supported with unusual zeal: Junior Red Cross, Crusade for Freedom, Red Feather Campaign, March of Dimes, Heart Fund, Electrical Organ for Faneuil Hall, Red Cross, Children's Clothing Drive, American Cancer Society, Cerebral Palsy Council.

Plans are in the making for a general parent-participation Blood Donor Campaign arranged by the Red Cross in each section of our city.



**Woodrow Wilson Junior High School**

### SENIOR HIGH SCHOOLS

The inauguration of "Career Day" was undoubtedly the highlight of the high school year. These conferences, held in March, 1952, were addressed by authorities in their specific fields. Each presented the advantages of his business or profession and then stood by to answer the barrage of questions. Each pupil heard at least two lecturers of his choice. "Career Day" brought out the fact that it is the community's responsibility to look into the needs and problems of boys and girls of school age and attempt to aid in their solution.

Over 700 of our junior and senior students, boys and girls alike, were attracted by the Junior Achievement Program, now in its eighth year of successful operation. This program introduces youngsters to the fundamentals of "big business" in the fields of production, accounting,

and sales, and encourages them to pioneer for themselves in these fields. This way of bringing business into the field of education proves to be an effective complement to classroom instruction. Student companies met for a few hours each week from October through May, and several substantial scholarships were awarded to the Boston Junior Achievers by the executive committee of Junior Achievement, Inc.

A vigorous campaign was launched to stem the drop-out rate of pupils in our schools. Two fact-crammed bulletins were prepared and issued to junior and senior high school pupils under the title "Stay in School"—one a message to pupils and parents, and the other addressed to teachers and administrators. It is hoped that by stressing that we are all partners in the business of school attendance and attainment, retarding factors and influences can be reduced to a minimum.

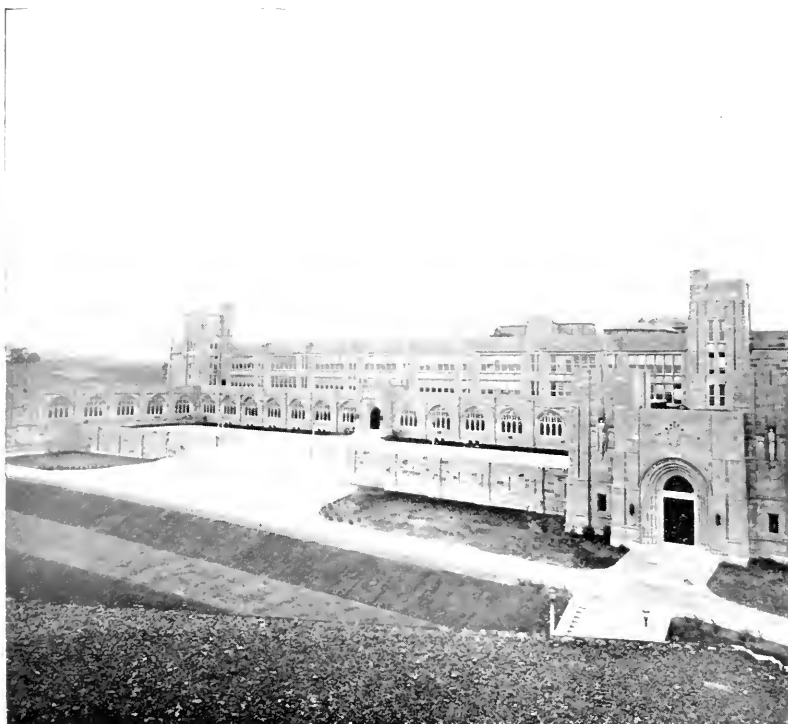
In an effort to vitalize school attractiveness and lessen the lure of high wages outside school, cooperative business education classes have been added to the existing cooperative industrial training programs. This school and office-work combination plan has been introduced in the Dorchester High School for Girls and English High School, and will be offered in September, 1952, at Charlestown High School. The students work two weeks and return to correlated studies the following two weeks. Twenty seniors at English High School, the first all-boy school to try this experiment, averaged earnings of \$750.

Other means and methods to bulwark the "Stay in School" drive include short-unit courses at Brandeis Vocational High School, more flexible secondary school programs, early dismissal for work where a financial crisis exists, and short-unit and retraining courses at the Boston Clerical School.

In April, 1952, another "new" on the high school scene appeared with the opening of a Retailing Room at Jamaica Plain High School. The Retail Trade Board and many interested businessmen have been responsible for

Boston stores giving merchandise for this project to be used for training purposes. The idea appealed immediately to versatile pupils, who have elected it in large numbers for the September, 1952, term.

Focusing attention particularly on all-boy schools, we find that the Rotary and Kiwanis Clubs have done much commendable work in inculcating the proper community spirit. Selected high school boys attend the weekly meetings of the Boston Rotary Club, and the Kiwanis Clubs have established "Key Clubs," groups of outstanding students, in eight of our Boston high schools. For all schools endeavoring to promote community spirit there were escorted visits to manufacturing concerns, to the Credit Bureau, to the Science Museum, and to places of historical interest hereabouts.



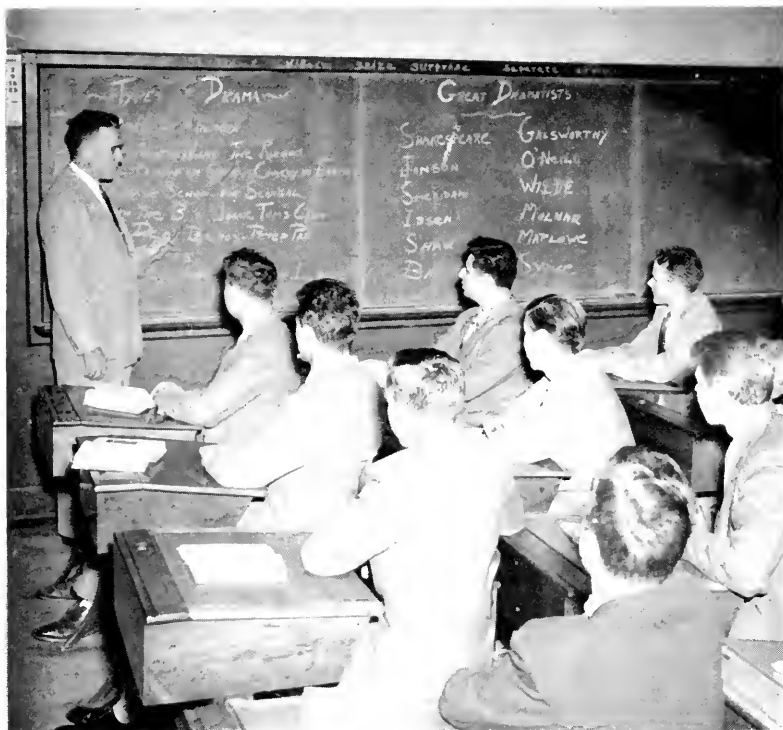
Brighton Senior High School

Boston Clerical School continues to lead in the offering of business school advantages. For the first time young men were admitted to the three regular courses last September, and office employees were granted admission on released time by their employers. This is the first public school in the country to foster such an enterprise, and over 22 firms have taken advantage of this retraining plan for office employees. Arrangements are now being made for non-Boston residents to be eligible on payment of a fee per hour of instruction.

Alarm has been felt generally in educational circles over the steady decline in foreign language enrollments in our secondary schools. A survey of this situation, spear-headed by the department heads of foreign languages, has been made, and by September, 1952, a blueprint, summarizing the findings, will be in the hands of every teacher.

Many suggestions have been proposed to encourage new pupils to take up a foreign language or to continue the study of one. Under general suggestions, covering both situations, we note the following: (1) group students, as far as possible, by ability; (2) insist on regular attendance; (3) have five recitations a week to preserve continuity; (4) discourage early dismissals; (5) devote plenty of time to the more pleasant phases of the language in the upper classes, especially the oral work; (6) avoid classes comprised of students who have had a different number of years of language pursuit; (7) procure and make available more audio-visual aids; (8) invite travel agencies to talk on foreign lands; (9) encourage teachers to take leaves of absence for study and travel abroad; (10) stress the importance of professional associations of teachers; (11) appoint, wherever possible, a head of department to supervise the work in the school; (12) appoint a director or coordinator of modern languages to supervise the language work all over the city.

To get the most out of the high school era, it has been proposed to have in each high school at the beginning of the year an orientation program which will point out how



**Classroom Teaching—the Core of Education**

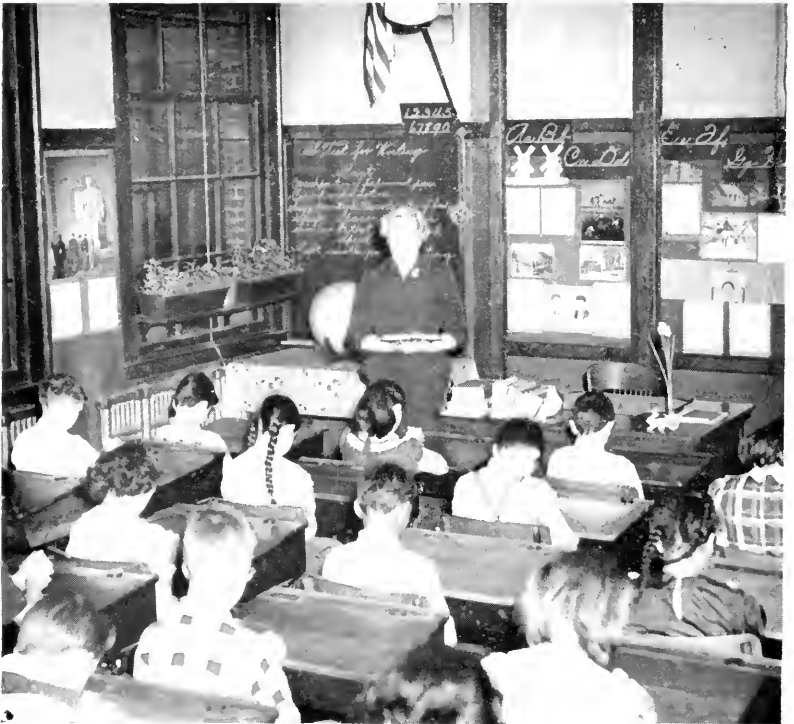
to study, how to think, available club activities, extra-curricular opportunities, importance of good manners and good behavior, etc.—not offering these as panaceas, but stressing them as factors in a good way of life and aids to happiness in high school, for this happy adjustment in school may well be the forerunner of happiness and good citizenship in later life.

#### **CURRICULUM AND BOOKS**

The reorganization of the junior and senior high school councils has been effected with emphasis on special committees for the revision of courses of study and improvement of instruction. Similar councils were also established at the elementary level and for all departments.

New procedures were also inaugurated for the examination and approval of all textbooks, reference books, and educational material; for the selection of library books; for the approval of increases in prices of books and educational materials; and for the editing, approval, and printing of all materials published by the Boston public schools.

It is one of the functions of the Curriculum Department to decide in the matters of selection, revision, retention, or rejection of textbooks. Every printed word comes under meticulous scrutiny, especially in publications devoted to history, civics, economics, literature, or science, lest any objectionable matter be approved or recommended.



The Best of Daily Beginnings—Readings from Holy Scripture



## DEPARTMENT OF PERSONNEL

Completing its third progressive year, this department follows the career of each individual from temporary employment and initial appointment to resignation, retirement, or death. Personnel folders contain such data as date of appointment, date of birth, pension system, educational records, experience records, records of examinations, certificates, promotional ratings, salary year by year, transfers, promotions, leaves of absence, service marks, special achievement, etc.

Statistics released by this department are worthy of consideration. Vacancies in the instructional personnel from all causes on all levels range from 140 to 150 each year, or about 4 per cent of the total. The number of masters, junior masters, and assistants in high schools has declined from 661 in 1949 to 589 in 1952. This indicates that, with an average yearly turnover of 25, the high school level is fast approaching a tight organization.

Junior high school teacher-numbers followed this pattern: 1949, 334; 1951, 329; 1952, 336. The recent increase is due largely to the filling of vacancies and not to expanding pupil numbers. Junior high school lists for the past three years have been inadequate in meeting the needs of the service.

The bright light for the future glows in the increasing number of elementary teachers—from 958 in 1949 to 1,018 in June, 1952. The number of elementary teachers on the eligible lists for the past three years has been insufficient. The current elementary eligible list for the first time in three years will this year show a small surplus of candidates not yet appointed at the closing of school.

The services of "Personnel" include counseling, hearing complaints, and adjustment of grievances. Adjustments are usually made satisfactorily with the cooperation of the principal and the assistant superintendent in charge of the level.

## SPECIALIZED SERVICES

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### ADULT EDUCATION

#### EVENING SCHOOLS

Serving as many as 15,000 students some years, the evening schools of Boston, established in 1868, bring all levels of elementary and high school education to adults who feel the need of further schooling.

#### SUMMER REVIEW SCHOOLS

Maintaining a record of success of over 90 per cent in subjects reviewed, the Summer Review Senior and Junior High Schools have been most helpful since 1914 in enabling pupils who have failed in one or two subjects during the regular school year to receive intensive training in those subjects. Superior students also may make use of this service to reach ahead and reduce the normal time required for graduation. In 1951 the enrollment in these schools was 2,105.

#### EVENING CENTERS

Fourteen Evening Centers for education and recreational activities are distributed throughout the entire city. These centers are performing a valuable service in reducing juvenile delinquency and developing right social consciences. Classrooms, halls, and gymnasias are open to responsible organizations for dances, parties, athletic games, and lectures at either no cost or a small cost, depending upon whether admission to the activity is free or not. Thousands each year benefit from these services.

#### DAY SCHOOL FOR IMMIGRANTS

For newly arrived residents the School Committee maintains a Day School for Immigrants. This school is in operation daily except Saturday, with morning and afternoon sessions in which English and citizenship are offered to several hundred persons representing some thirty-five different nationalities.

While the need for such a school has diminished in recent years, there is still in the City of Boston a sizable group in need of this training.

### SPECIAL CLASSES

Begun in 1898, the work of educating mentally retarded children in the Boston schools has grown so extensively that today there are over 130 specialists serving some 1,700 backward children in 125 special classes and follow-up groups.

In recent years special class work has become a part of the junior high school organization, providing additional opportunities for those who need this service. Small classes and trained specialists help the pupils to become self-sufficient and self-supporting. Fourteen subspecial classes extend these facilities to children with I.Q.'s below 50.



Open House at the Day School for Immigrants



George Robert White Fund Schoolboy Stadium

#### PHYSICAL EDUCATION

A vast program of physical education is now being carried on in the Boston schools. Beginning during the Civil War, when military science was first introduced, the work of the department now embraces all types of athletic activities throughout the year.

The military science program has proved itself to be a valuable agent for character building as well as an excellent preparation for military service. In recent years, when so many of our young men have joined the armed forces, this course has taken on a deeper significance.

The remainder of the program stems from the historic Physical Education Conference held in 1889. The department has three aims: (1) to conserve the health of children through regular physical exercise and good posture; (2) to develop bodily skills — coordination; and (3) to teach the spirit of team play — self control and good sportsmanship. The implementing of these aims includes not only varsity and junior varsity teams in the major sports but also an extended schedule of minor sports and regular physical education and health classes integrated into the daily school program. Emphasis in the physical education classes has been placed more and more on games rather than upon calisthenics. Every day intramural games for boys and girls are conducted in gymnasias, schoolyards, and playgrounds under the control of the department.

During the summer months this work continues through a system of play-teachers who are in charge of playground and schoolyard activities.

Insurance paid from School Committee appropriations now covers all injuries sustained in athletic competitions and in physical education classes. The Committee has absolute control over all matters connected with athletics in the schools, including financial support. The expenses for play equipment, play fields, coaches, attending physicians, and officials are paid out of School Committee appropriations.

The George Robert White Fund Schoolboy Stadium, erected by the Fund and maintained by the School Committee, is the result of much research and planning. Situated in Franklin Park, close to transportation lines, and modern in every respect, the stadium seats over 10,000 people. The gridiron has a turtle-back surface, an underground sprinkler system, and a subdrainage arrangement. The cinder track, a quarter of a mile in length, has



Demonstration of Latest Technique in the Saving of Lives

two straightaways of 220 yards each. An elevated press box is equipped with telephone and telegraph outlets and a soundproof booth for the operation of the timing clock and public address system. Other features include video installations, floodlights, dressing rooms, first-aid rooms, administrative offices, and a parking lot. The stadium has become the focal point of Boston's schoolboy outdoor contests day and night.

#### DEPARTMENT OF VISUAL AND RADIO EDUCATION

The Boston teachers who have for at least fifty years been alert to and aware of the possibilities of improving instruction by taking advantage of the new facilities and resources of modern communication have recommended, on the basis of their needs, most of the recent extensions of the services of the Department of Visual and Radio Education. In the early part of the century, the Superintendent established the Committee on Instruction by



Radio Workshop

Means of Pictures for the purpose of promoting effective use of such accepted aids of that period as stereographs, slides, and motion pictures.

Later, after the standardization of motion picture film, this early committee was succeeded by the Department of Visual Aids. For more than thirty years, the motion picture has been a commonly used instructional aid in Boston. Since 1920 the Boston School Committee has regularly included in its budget a special appropriation for the purchase and rental of films and other approved teaching tools. In 1930 the Boston public schools presented the first of the radio programs which have continued without interruption since that time.

Whenever technical advances have made available newly refined tools and materials, Boston teachers have been ready to employ them if they have the power to improve instruction. Today, the Department of Visual and Radio Education is concerned with the preparation, production, and utilization of sound films, filmstrips, radio broadcasts, recordings, projectors, playback machines, wire and tape recorders, and museum exhibits.

The 16 mm. sound film is more commonly used than most of the other instructional aids. During the current school year nearly 15,000 reel showings will have been presented in more than 100 schools. The 300 different programs which provide for these regular showings have been organized on the basis of specific requests and suggestions submitted by classroom teachers; this arrangement permits learner participation in the planning of film programs. Typically, the sound film is used as a classroom teaching aid. Auditorium showings include only those films which are particularly well suited for assembly hall use.

Under the supervision of the radio coordinator, the department conducts a radio workshop from which many of the broadcasts originate. High school students cooperate not only in the presentation but also in the preparation of these programs. The high quality of the broadcasts is evidenced by the recognition given the programs in national competition. For the last two years citations have been granted at the School Broadcast Conference in Chicago.

In 1950 the series ALERT! AMERICA, which dramatically contrasted the American and Communistic ways of life, was honored. In 1951 the award was given for *The Cricket on the Hearth* in the YOU SHOULD KNOW — FAMOUS LITERATURE series.

The spring offerings include:

#### HIGH SCHOOLS ON PARADE

Monday, 8:00-8:30 P.M.— Station WMEX

This series is planned to publicize the background, opportunities, and accomplishments of the senior high schools.

#### ALL REMIND US

Tuesday, 7:45-8:00 P.M.— Station WMEX

These programs are based upon the lives and stories of outstanding American authors.

#### IT PAYS TO SPELL WELL

Thursday, 8:30-9:00 P.M.— Station WMEX

(January and February)

This is the fifth year of this effort to encourage correct spelling and to develop language power.



Name It—We'll Get It



## GOLDEN HERITAGE

Thursday, 8:30-9:00 P.M.— Station WMEX

Selected impressive dramatizations will be presented by the Central Radio Workshop.

## HERE'S TO YOUR HEALTH

Saturday, 7:15-7:30 P.M.— Station WMEX

This series is intended to develop better health habits and practices among pupils and parents.

The present application of sight-and-sound techniques in Boston is based upon almost fifty years of organized effort to develop in directions recommended by classroom teachers.

## DEPARTMENT OF FINE ARTS

Art education began in the Boston public schools in 1827, when freehand drawing was introduced into the course of study at the Boston English High School. Twenty-one years later, in 1848, the Boston School Committee placed drawing on the list of grammar school subjects. Since that time, school officials of the Boston public schools have continued to manifest an increasing appreciation of the importance of art in a school program.

Comprehensive exhibitions of the work throughout the school program with interpretive data have brought the efforts of the Department of Fine Arts before the parents, general public, and the personnel of the schools. With the understanding thus achieved the department has enjoyed the approval and appreciation of the administrator, the parent, and school.

The child is our first consideration, and our aim is to give him the best in teaching. The elementary grades emphasize individual and creative expression through art education. Art as an appreciative subject, art in correlation with other subjects and activities, art in everyday life, and the place of art in the community are emphasized as the child continues his art training.

Art supervisors, special art teachers, and elementary school teachers of the city cooperate in an effort to lead the child in his appreciation of the beautiful and interesting things that surround him, thereby enriching and broadening his life, and making him a happier and better American.

Today the public schools of the City of Boston provide art education for children in all grades from I through XII. Art is



**Artistic Talent on the Move**

taught in elementary schools by regular classroom teachers, and in junior and senior high schools by special art teachers. A Department of Fine Arts and Art Education at the Teachers College of the City of Boston equips the students preparing to teach in the city schools to be successful in the handling of their part of the Art Department's program. In cooperation with the Boston Museum of Fine Arts the School Committee sponsors classes for the special art training of talented school children in Grades X through XII. Here students work in the ideal surroundings of the museum under instructors who have specialized in the training of talented and especially interested students.

Throughout the program special emphasis is placed on the creative contribution of the individual student. Under the guidance of trained personnel, opportunities are provided for his manipulation of and experimentation with a large selection of materials. The objectives of the department are directed toward helping the pupil to become an appreciative, intelligent student

of art and toward providing the pupil with the opportunity to explore his own talents with a view to becoming a producer of art in one of its many phases.

### MUSIC

The study of music as part of the public school education program is a precious tradition in Boston, dating from 1838, when Lowell Mason, famous president of the Handel and Haydn Society, was appointed first director of vocal music in Boston, the first city in America to include music in the school curriculum.

Beginning with group singing in the kindergarten, vocal music is taught in every elementary grade and in the junior and senior high schools. Advanced courses in vocal music are required at the Teachers College.

In addition to regular class work, fifty-five glee clubs have been organized throughout the system — six in elementary schools,



Youth Strikes Up the Band

twenty-six in junior high schools, and twenty-two in senior high schools. From these groups have developed two city-wide choral societies which give performances at meetings of the Home and School Association, at educational conventions, at public celebrations, and at the annual Jordan Hall concerts. This year the choral group from the Teachers College took part in the Mayor's inaugural ceremonies.

Instrumental music in the Boston schools now includes a city-wide symphony orchestra, a junior symphony orchestra, and eleven school orchestras, as well as a system of bands and drum corps attached to the school military regiments. The work in instrumental music is begun in kindergarten with rhythmic orchestras. In Grades IV to XII instruction is provided in the playing of woodwinds, brasses, and strings in music classes, from which are drawn school orchestras. These groups rehearse regularly, give recitals in their own schools, and furnish material for city-wide student orchestras.

Appreciation of music has always been stressed in the Boston schools. Besides being an integral part of the vocal and instrumental instruction, appreciation of good music is furnished through recordings, radio programs, and concerts. A tentative course of study in music appreciation has been offered by the Music Department, and many records and record players have been purchased.

The stated aims of the department include such items as the enrichment of the student's life through contact with the best in music and the development of skills that will enable the individual to participate in music activities. This work is carried on through a director and forty-two specialists of varying ranks, as well as through the regular classroom teachers in the grade schools.

Thus music in its manifold forms and influences is enriching the daily lives of all the students entrusted to our care.

#### PENMANSHIP

Chirography has been an integral part of the work in the Boston schools since their inception. The signature of John Hancock on the Declaration of Independence bears witness to the fact that attention was given to fine handwriting before the Revolution, and numerous manuscripts at the Boston Athenaeum support this statement.



Position—Posture—Penmanship

The Department of Penmanship stresses legibility and a reasonable speed without too much pressure or perfection of arm motion in what may be described as a modified form of the Palmer Method. Legible, fluent handwriting should show uniform slant, uniform spacing, right size, correct shape of letters, and reasonable speed. Annual papers are submitted to show yearly improvement. Certificates are awarded to eighth-grade pupils who satisfactorily complete the requirements. In 1951 there were 3,483 such certificates awarded.

A course in penmanship is required at the Teachers College for all teachers in training. Certificates are awarded at the completion of the course. A special course is given to all appointed teachers who have not already qualified in penmanship. Annual meetings of teachers are held in which ideas and techniques are explained and demonstrated for the purpose of improving instruction in handwriting.



No More Pencils, No More Books, Just the Goodies Mother Cooks

#### DEPARTMENT OF SCHOOL LUNCHES

The City of Boston was a pioneer in a new field in 1894, when the School Committee requested Mrs. Ellen H. Richards to serve meals prepared and packed in her restaurant, the "New England Kitchen," to students in the schools.

In 1907, the Women's Educational and Industrial Union took over the distribution of lunches to fifteen high schools, and continued this service until 1931, when the School Committee voted that Boston school lunchrooms would be gradually taken over by the School Department, under the Director of School Lunches, who was appointed in 1943 after competitive civil service examination. In 1944 the School Committee approved adoption of the National School Lunch Program for the Boston public schools, which aided in providing highly nutritious low-cost meals to students. By 1950 this department was operating, in junior and senior high schools, a total of thirty-seven lunch-

rooms, well supplied with modern equipment, in which nutritious meals were prepared under the most sanitary conditions, and at the lowest possible cost to the students.

Employed in the lunchrooms are 156 women, selected from civil service lists after competitive examinations.

In the 186 elementary and special schools where there are no lunchrooms, refrigerated milk is served at a cost of only 16 cents weekly to each pupil. During a recent month the number of bottles used per day in all Boston schools averaged 52,000.

### THE BOSTON HOME AND SCHOOL ASSOCIATION

The Boston Home and School Association was formed in 1907 by a group of leaders in civic and business life to promote



Mothers Marvel at Modern Reading Methods

closer contact between teachers and parents, for the benefit of the child. In 1917, at the request of its leaders, this nonpolitical, noncommercial organization was officially recognized by the Boston School Committee, and its development was assigned to the Director of the Department of Extended Use of Schools. At present there are 108 local autonomous Home and School Associations with an approximate paid membership of 30,000.

All types of welfare work, participation in community projects, Red Cross and civil defense programs, raising of funds for scholarships and gifts to the schools, are among the programs undertaken by the Boston Home and School Association.

The special manager acts as liaison officer between the School Department and the local associations, while an assistant superintendent-in-charge acts in an advisory capacity.



We Practice "Love Thy Neighbor"





**Merchandising Manikins**

#### **THE DEPARTMENT OF DISTRIBUTIVE EDUCATION**

Boston was the pioneer in making available to high school students training for salesmanship and store service. In 1912 a course in salesmanship was given in Girls' High School to 100 girls. In 1952 approximately 1,500 pupils in sixteen high schools are studying merchandising under the direction of the Department of Distributive Education.

From the time this course was first offered, Boston made it possible for the salesmanship pupils to be released from school to work in store positions for four weeks preceding Christmas. In December, 1951, more than 1,000 pupils worked in approved store positions under the direction of the Department of Distributive Education. During the school year 1950-51, 955 boys and girls working in approved store positions earned the sum of \$286,230.04.



**The Store Comes to School**

In 1921 the first cooperative retailing program was scheduled at the High School of Practical Arts. In 1952 six high schools are offering cooperative merchandising programs. They are approved for reimbursement by the Vocational Division of the Massachusetts Department of Education.

Since 1940 the adult training program in distributive education has been expanded. Short unit courses like the following have been offered regularly: human relations training, job instruction training, modern supervisory techniques, merchandising, fresh fruit and vegetables, selling techniques for contact salesmen, selling techniques for wallpaper salesmen, balanced selling, starting and operating a small business, textile merchandise information, window display, credits, and collections.

This year, for the first time, Dorchester High School for Girls is offering a cooperative office training program.

That the schools have been able to make such a work-experience program function smoothly through the years is due to the fine cooperative relationship existing between the schools and the stores under the direction of the Retail Board of Trade of the Boston Chamber of Commerce.

#### THE DEPARTMENT OF INDUSTRIAL ARTS

The aim of industrial arts shop work, begun in Boston in 1872, is to give the pupil an understanding of the technical world in which he lives, to develop his own technical skills, to teach him to appreciate the dignity of careful, honest work, and to inspire in him a just pride in accomplishment.

This course begins with paper and cardboard work in Grade VI. In Grades VII and VIII exploratory work is done in electrical, printing, and sheet metal shops, as well as in wood-

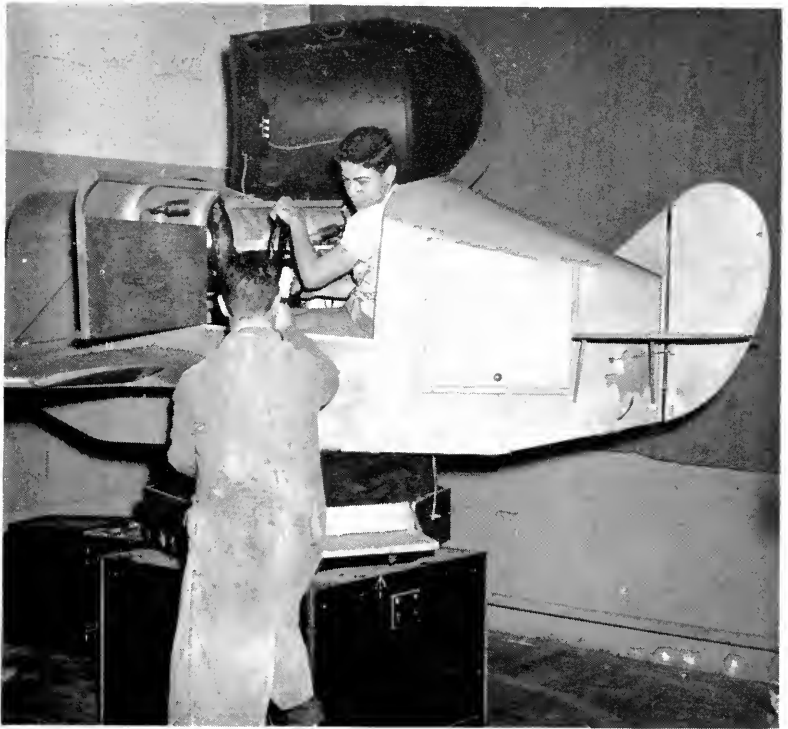


Men and Machines

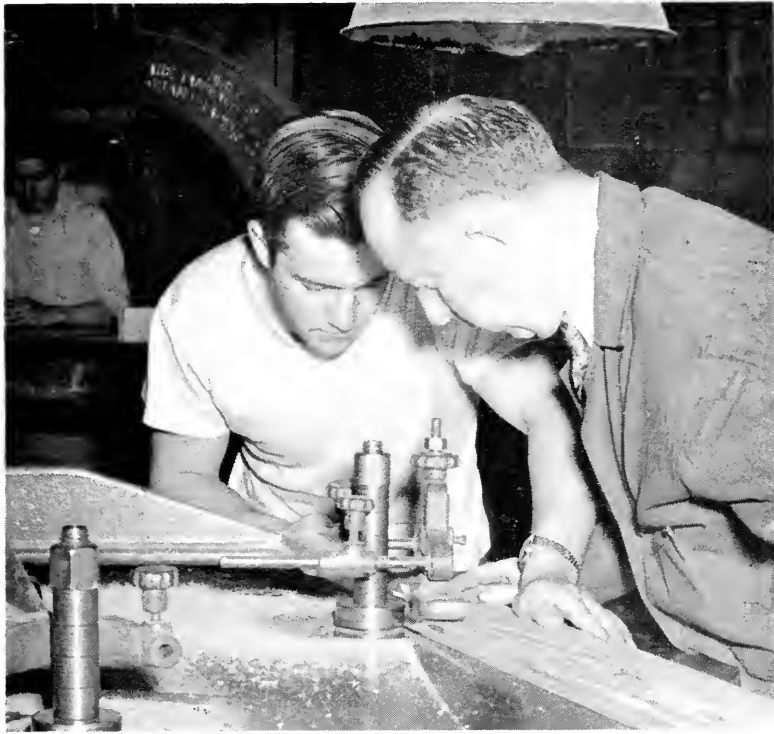
working. In Grade IX an opportunity is offered for more intensive work in a chosen shop for those boys who may pursue a vocational course in high school. Otherwise, all industrial art work is given as a part of general education to acquaint the pupil with his environment.

At present, as a result of legislative acts, shop work with formative rather than vocational accent is required of boys in Grades IV to VIII, inclusive. In Grades IX to XII it becomes elective. It is interesting to note that through all the grades the shops are always crowded.

In Grades X to XII work is offered on a trade-training basis on the cooperative industrial plan. Automobile repairing, electrical work, cabinet making, machine shop and sheet metal work, printing, and upholstery are taught. Boys in these courses are



**The Pilot Gets His Orders**



**They Form a Cabinet**

in such demand that 90 per cent of those having reached the age of employment are placed at work while progressing to complete Grade XII. In one high school an agricultural course has been active for many years. The pupils work during the summer months on estates or on farms, getting practical experience in dairying, horticulture, floriculture, poultry farming, and market produce. Many have gone on to college, while others now operate their own farms.

In addition to maintaining about twenty school gardens, the department supervises home gardens in over fifty school districts. There is also maintained under the Industrial Art Department, in cooperation with the Boston Park Department, an experimental garden at the Boston Teachers College, as well as a very large gardening tract on land owned by the City of Boston in Woburn.

During recent months, in cooperation with an endowed Boston foundation, a survey of industries was made with regard to edu-

education of workers and the turnover of help. This report will be studied to ascertain what the schools can do to help those already in industry and to improve the preparation of vocational students for employment.

The training of teachers for industrial arts work has been changed from the former three-year certification course to a four-year course given at the Teachers College, leading to the degree of Bachelor of Science in Education.

The personnel of the department, staffing 157 active shops, includes one director in charge of over 130 instructors of varying ranks.

#### VOCATIONAL GUIDANCE

Vocational guidance in the American public school was first established in Boston. Children's need for guidance in finding their life work was originally shown by Frank Parsons in his "Choosing a Vocation," published in 1908.

Guidance counselors in high and elementary schools were appointed by the Boston School Committee in 1910. The establishment of the Department of Vocational Guidance followed in 1915. Today the department consists of a director, a head of the Division of Employment, eight staff members, and a research assistant.

In 1940 one full-time counselor from the faculty of each high school, with part-time assistants in some of the larger schools, was appointed.

The tryout theory of education in Grades VII-IX (phase of junior high schools — 1918) focussed attention on educational and vocational guidance. In the reorganization (1928) of the junior high school one hour per week was assigned to guidance. Today the course is being further revised — mainly on these lines: educational, personal and social, vocational, and civic guidance.

The department advocates the fullest possible educational program for the child. Having exhausted means here, the department resorts to placement where the individual's interests and aptitudes remain of major importance. At this point a part-time job becomes a prime factor in keeping the child in school until he graduates. Once the applicant is on the job, the counselor keeps

in touch with him for guidance in advancement and adjustment on the job. Counseling thus becomes a continuous process in placement.

The Division of Employment was added to the department in 1940 to stimulate the work of placement and to bring into one office all placement statistics of the school system.

The department's *Vocational Guidance News*, now a decade old, is an eight-page issue appearing three times a year. It contains news of the department and of high school guidance and items of interest to all counselors.

A revised edition of the leaflet *Your Job* was published last year. The following topics were discussed in it: locating the job, your preparation for the application interview, the application interview, social security cards, employment permits, educational certificates, attend evening school. A map showing the location of the department was included.



Miniature Men at the Mart

**DIVISION OF JUVENILE ADJUSTMENT**

The Division of Juvenile Adjustment is a social service unit established in 1942 for the purpose of handling maladjusted children who have behavior and personality problems.

The personnel consists of four case workers, one psychologist, and two secretaries. These workers are trained in home visiting, and hold degrees or have taken courses in social service. They act as liaison officials between schools and community agencies and homes.

Their activities in behalf of the child have prevented placement of children in reform schools and mental institutions by helping to secure foster homes, private school placements, and clinical treatment. They have secured the cooperation of twelve important habit psychiatric and psychosomatic clinics throughout greater Boston.

In the year closing June, 1951, the division handled 590 cases of pupils from the ages of six through eighteen.

**ATTENDANCE DEPARTMENT**

The Massachusetts compulsory school attendance law is 100 years old this year. Truant officers were appointed first by boards of aldermen and later by school committee. The functions of these officers changed and expanded as time passed, as did their titles. At present Boston has an Attendance Department comprising one Head Supervisor of Attendance and thirty-three supervisors of attendance, seven of whom are women. In addition to enforcing the compulsory school attendance law, which is the obvious primary function of the department, it supervises the education of wards of the City of Boston and enforces the law relative to attendance of children at theaters and places of amusement during school hours. A system of conferences between the Head Supervisor of Attendance and parents is followed, and court action is considered a last resort. During 1950-51 there were a total of 47,996 cases handled, with a truancy total of 3,540 cases. Of these fifty-seven ultimately reached the courts. Ten parents were cited to the courts for failure to observe the compulsory school attendance law.

The department further investigates cases of domicile to determine whether or not tuition charges should be levied, recovers



school property, mainly books, carried off by persons no longer in attendance as pupils of the schools, and does a substantial amount of emergency relief work when conditions of destitution or other domestic crises are discovered by supervisors in the course of their work.

#### HYGIENE DEPARTMENT

School medical inspection began in Boston in 1904, and it is thought that this was the first appearance of medical service of this type in the United States. At first it was under the direction of the Boston Health Department, but later was transferred to the School Department. In 1905 nurses were engaged to do follow-up work on ill children and on those found to suffer from physical defects. In 1907 a nursing division was created, one supervising nurse and seventeen nurses being appointed.



Let's Put Some Teeth in This Drill

At present the School Department engages fifty-six school physicians, including four supervising school physicians, and sixty-five nurses, including one supervising nurse and four assistant supervising nurses. In addition to performing medical inspection, which is the primary purpose of the Hygiene Department, its members also work to improve school sanitation, school ventilation, and room temperature control as environmental factors important to the health of school children. They further see that ill and injured children receive adequate care and they assist in detecting physical defects that might tend to interfere with a child's education and in alleviating and eradicating such defects.

During the school year 1950-51 the Hygiene Department detected 3,453 cases of reportable communicable diseases and 6,531 cases of nonreportable communicable diseases and conditions. Comprehensive tests of vision and hearing revealed 5,400 pupils with defective vision and 630 pupils with defective hearing. Corrective or alleviative measures were recommended in all such cases, and remedial steps have been taken in a very large percentage of them. A similar picture is presented by the statistical records of the department in heart cases, malnutrition cases, skin troubles, orthopedic and respiratory defects. During the year there were twenty-seven deaths among the pupils of the Boston schools, nine by accidents and eighteen by disease; death was attributed in four cases to leukemia, in one case each to fourteen other diseases.

The dental report of the department indicates that 23,737 pupils were having dental work completed during the year. Of these 14,972 were being treated by private practitioners and 8,765 at dental clinics.

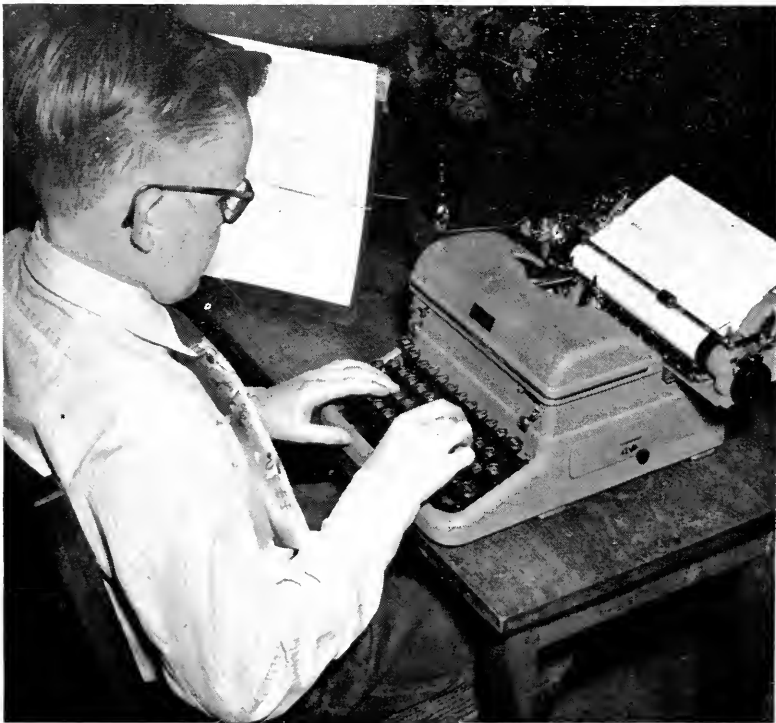
The nurses report 23,084 visits to homes, 63,225 cases of first aid to pupils, and 284,912 cases of pupil inspection. The department reports 11,688 audiometer tests and 374 examinations by the school otologist in a sampling of twenty-four school districts; the customary testing program was continued at the Horace Mann School for the Deaf and appropriate otological recommendations made for its pupils. Follow-up work in the case of pupils with defects of hearing is an established department function.

The above is a representative selection from the comprehensive statistics of the department; an adequate statement of

its functions is impossible within the present compass. Among the other services and functions of the department might be included the correction of physical defects among preschool children, the administration of diphtheria toxoid inoculations, the observation of tuberculosis cases and contacts, the weighing and measuring of pupils in all grades, the conducting of a certificating office which does follow-up work in cases of defective vision and hearing, the cooperation of school nurses with student and graduate nurses of Boston hospitals and schools of nursing, and a program of in-service training for school nurses.

#### CLASSES FOR CONSERVATION OF EYESIGHT

The first conservation of eyesight class in America opened in the Dillaway District of Roxbury through the efforts of Dr. Edward Allen, then director of Perkins Institution for the Blind.



Large-Type Typewriters Aid the Eyes

Active interest in this field of work to aid the physically handicapped has increased so that at the present time there are approximately 650 classes in the United States, Canada, and Hawaii.

In the Boston public schools alone there are twenty classes for the children who need special eye care. Fourteen of these classes are in elementary schools; four in junior high schools; and two in senior high schools. A class has recently been opened for children handicapped not only by defective vision but also by low-normal mentality.

In all these classes large-type typewriters are in use. The classes are provided, too, with whatever new improved equipment comes on the market.

Evidence of the accomplishment of the classes for conservation of eyesight is found in the substantial number of their graduates who have been admitted to college.

#### **SPEECH IMPROVEMENT CLASSES**

In 1912 the City of Boston established in the Lewis and Washington Districts its first classes for the correction of defective speech. These classes were open to children from all sections of the city, but, because the classes were limited in size and number, only those pupils with the most serious organic, functional, or emotional disorders could be enrolled.

As the demand for this special kind of help increased, it became necessary to establish additional classes in other areas of the city; and today, in 1952, there are twenty-three teachers conducting classes on either a full-time or part-time basis in sixty-two different school buildings. At the high school level there are classes in thirteen schools; at the junior high school level classes in six schools; and at the elementary school level classes in forty-three schools. If there are no classes in a particular school, children may be enrolled in the nearest center.

The total registration in speech improvement classes is 4,889. These pupils are enrolled in 330 different classes.

The work done in these classes is slanted toward providing for speech handicapped children the opportunity to develop acceptable speech habits; to increase fluency of self-expression with voices that are audible, distinct, and pleasing; and to bring the

children to a level of confidence which will enable them to overcome personality problems that are frequent causes of retardation in school.

The success of the pupils in the speech improvement classes may be measured by their frequent and effective participation in such activities as forums, debates, central radio workshop programs, oratorical contests, dramatic productions, assemblies, and class day and graduation exercises.

#### PHYSICALLY HANDICAPPED CHILDREN

For more than twenty years provision for the teaching of handicapped children has been made by the City of Boston. In 1930 an act of the Massachusetts Legislature authorized the instructing of crippled children in their own homes. Five years



Special Class Pupils Ponder

later the act was amended to include all children who for some physical difficulty are not able to attend school. The Boston program began in 1931 with five teachers and thirty-one children.

Today the Department of Home Instruction of Physically Handicapped Children is an essential part of the school system. During the school year 1950-51, 619 children received instruction in their homes under the direction of fifty full-time teachers. Not only the pupils who are confined at home are thus provided for but also those who are ill in hospitals. Teachers are sent to every hospital in Boston for patients under twenty-one years. The success of this service is attested to by doctors who consider this work with the children a necessary therapy. Young patients who are making progress with their studies have a brighter outlook on life, and their mental attitude has a beneficial effect on their physical condition. The program is not limited to Boston public school children. Instruction is also given to children from parochial schools, to children from all parts of the United States, from Canada, from South America, who are being treated in the hospitals of Boston.

The results of the teaching done by this department are most encouraging. Every year approximately 800 children are enabled to be promoted or to be graduated. They do all the work of the regular schools at the various levels of education; they pass examinations, many of them with honor.

#### EDUCATIONAL INVESTIGATION AND MEASUREMENT

Far in advance of the contemporary movement toward testing, the Boston schools began in 1914 a department devoted to an investigation and professional study of school problems. The aim was to develop standards of achievement in various subjects and grades of school work.

At the present time the department tests all mentally retarded children for either special class or sub-special class placement, and tests every pupil recommended for remedial instruction in the various reading centers. In addition to this work, the department conducts a high school testing program embracing batteries of tests in all phases of every subject as well as a number of scholastic aptitude tests.



**This Makes the Cake**

### HOME ECONOMICS

Over 100 years ago Boston introduced sewing into the public school curriculum, and more than 60 years ago cookery was introduced. It is a credit to the Boston schools to have the distinction of being the first city in the United States to teach either of these home economic subjects.

Our interests and sympathies today have to be international. Notwithstanding, in the days to come our happiness will depend in a very large measure upon the love and comfort each one receives at home. Every girl is required to have instruction in sewing in the fourth, fifth, and sixth grades for two hours a week. It is aimed in these classes to teach girls how to make and select their clothing. Each summer thousands of little girls, ten and eleven years old, proudly wear practical cotton dresses that have been made in the fifth grade. Girls in the sixth grade make cooking uniforms and gymnasium outfits that serve a useful purpose in the junior high schools.

From the seventh grade through all grades of the senior high school clothing is an elective subject. Pupils in these classes work on advanced projects. On Easter Sunday thousands of high school girls will wear well-tailored suits and coats, with matching hats and bags, that have been made in the dressmaking classes. Parents of Boston deserve great credit for their willingness to supply all the material used by the pupils in the sewing classes, amounting to thousands of dollars.

From the fourth grade of the elementary school, extending through the tenth grade of the high school, pupils are given instruction in child care by the teachers of home economics. There is probably no subject in the curriculum to which girls respond more eagerly than to the study of child care. In the lower grades the children are taught the simpler skills of infant care — guarding the baby, holding the nursing bottle, proceeding through the upper grades to the understanding of the more complicated problems, such as bathing the baby, preparing formulas,



**Millinery-Minded Maidens**



and directing child behavior. The course in child care is centered around giving the girls in Boston a real appreciation of the value of a child to its parents. It is also planned, in this course, to train the children to meet their obligations to their parents by returning love, service, and loyalty.

Homemaking is a required subject for girls in Grades VII and VIII, and an elective in Grades IX to XII. Since the problems that arise in the home should be solved by all members of the family, it is only right that boys should be directed in the fields of marketing, food preparation, family relationships, and the selection of the home and its furnishings. Therefore, boys are given the opportunity to elect homemaking in Grades VII to XII.

Regardless of the level of living, the selection and the preparation of food are tremendously important to the family's health. While the study of food preparation is emphasized in homemaking classes, instruction is given in household management, including budgets, home decoration, safety in the home, consumer problems, and family relationships.

Worthy home membership is one of the cardinal principles of education, and the teachers of home economics in the Boston schools are trying to instill in the hearts of their pupils a sincere appreciation of the value of home and to stimulate them to be willing to work and sacrifice for family life.

#### HEALTH EDUCATION AND SAFETY EDUCATION

Several Health Education Conferences were held at Teachers College. Bicycle Safety and Safety Patrol documents were revised; Station WMEX featured 28 Saturday morning safety broadcasts; and the State Safety Car, M-1, visited all schools in 57 elementary districts, 15 high schools, and 17 junior high schools.

The Annual Spring Safety Assembly was held in April, with indoor and outdoor demonstrations by the Fire Department. A one-day Driver Education Conference, cosponsored by the Registry of Motor Vehicles, was held for Suffolk County teachers. Safety calendars made by Boston school children were distributed; Junior Fire Fighters received awards at Mechanics Building; and 800 awards were made to pupils of the safety patrols. Special emphasis was placed on the follow-up of serious accidents.



**Fire Alarm Demonstration**

Committees were appointed to prepare a course of study in health education for Grades I-VI and Grades VII-IX, supplementing the committee that has been working for the past year on a similar course for Grades X-XII, which is soon to be completed.

#### **M. GERTRUDE GODVIN SCHOOL**

This school, devoted to the interests of boys unsuited for regular classroom membership, established a new course in arts and crafts to augment the regular courses in furniture decorating, textile, china, and glass painting, felt work, jewelry making, and poster painting. Other regular courses are in academic subjects and in printing, woodworking, upholstery, sewing, tailoring, money management, music, domestic science, and cafeteria. Lessons on the flutophone were also added to the curriculum this year.



Paint, Patience, and Pride

The boys at the Godvin School presented a Christmas radio program and played host to the Home and School Association and to the Recreation Board of the City of Boston. Their basketball and baseball teams were very successful.

Many of the boys were returned to their respective schools when ready, and a number received diplomas from junior and senior high schools.

#### HORACE MANN SCHOOL FOR THE DEAF

In May this school was equipped with emergency lighting, and a successful bazaar was held to benefit the school by the Home and School Association. Some of the students won Golden Keys in the New England Scholastic Arts Award Contest. The school enrollment reached 116 in June, 1952.



**The Deaf Are Given Watchful Guidance**

For a week in March, Miss Mildred A. Groht, principal of the Lexington School for the Deaf, New York City, came to the school and presented new ideas on teaching language to the deaf. Teachers from other nearby institutions of the deaf attended. In June, the Volta Speech Association for the Deaf held its 1952 convention at this school.

#### **THE BOSTON CITY HOSPITAL SCHOOL**

Bedside instruction of children in the Curley Building, Boston City Hospital, was given by Boston teachers to 79 boys and 41 girls, a total of 120. Results showed that 26 boys and girls were promoted, and 11 were promoted on trial.

#### **HOUSE OF THE GOOD SAMARITAN**

At this institution, 52 children, Grades I-III, received instruction—8 children from Boston public schools, 10 from

parochial schools, and the rest from cities in Massachusetts, New Hampshire, Rhode Island, and Maine. In Grades IV-VI, 54 children were instructed—6 from Boston public schools, 14 from parochial schools, and 34 from other cities and towns in Massachusetts and New Hampshire.

#### PRENDERGAST PREVENTORIUM

Two classes, Grades I-III and IV-VI, were held throughout the year for hospitalized children. About 36 children attended during the year with a constant "come and go." Although rest periods frequently interrupted the school day, all but two of the children were recommended for promotion.

#### WEEKDAY RELIGIOUS EDUCATION

Release of pupils to receive religious instruction at the request of their parents continued, with 72.4 per cent of the total enrollment of the grades participating released. Enrolled in these grades were 26,166 pupils, of whom 18,939 were released to these denominations: Catholic, 15,079; Christian Science, 53; Greek Orthodox, 89; Protestant, 3,707; Albanian Orthodox, 1; Syrian Orthodox, 10.

New members added to the Committee on Weekday Religious Education were Chairman Isadore H. Y. Muchnick, Boston School Committee, and Mr. James L. Heggie, the First Church of Christ, Scientist.

#### CERTIFICATING OFFICE

Employment certificates issued to children fourteen to sixteen years of age during the past year totaled 171. These were approved on recommendation of the Head Supervisor of Attendance, who also issued 77 home permits for the same period.

#### LICENSED MINORS

The Supervisor of Licensed Minors issued a total of 435 licenses to newsboys, bootblacks, and venders, while reissues reached 21 during the year.

Weekly meetings of the Newsboys Trial Board were held during the year to the number of 36 sessions. There were 430 boys reporting, and parents totaled 437.

## ADMINISTRATION LIBRARY

The number of books and periodicals circulated for over-night use has this year been slightly higher than it was for the preceding year and is the highest since 1943. There was an increased use of the permanent exhibit of authorized textbooks, and considerable interest was shown in the file of sample authorized workbooks for Grades I-VI.

A file of courses of study issued by other school systems has been organized for the use of the committees working on a revision of the Boston course of study. The best of the new books in the field of education are bought each year, and last year 116 new books were added to the collection.



Give Me a Good Book



BOSTON PUBLIC LIBRARY



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